

Sue Cleveland Elementary

375 Woodmont School Rd. Ext.
Piedmont, SC 29673

| | | |
|-----------------------|-------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 609 Students | |
| Principal | Virginia Karen Chambers | 864-355-4201 |
| Superintendent | Mr. Burke Royster | 864-355-3100 |
| Board Chair | Mr. Chuck Saylor | 803-360-3527 |

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2014 | Average | Below Average |
| 2013 | Average | At-Risk |
| 2012 | Average | Average |
| 2011 | Average | Average |
| 2010 | Average | Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student SC PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2013-14 whose 2012-13 test scores were located

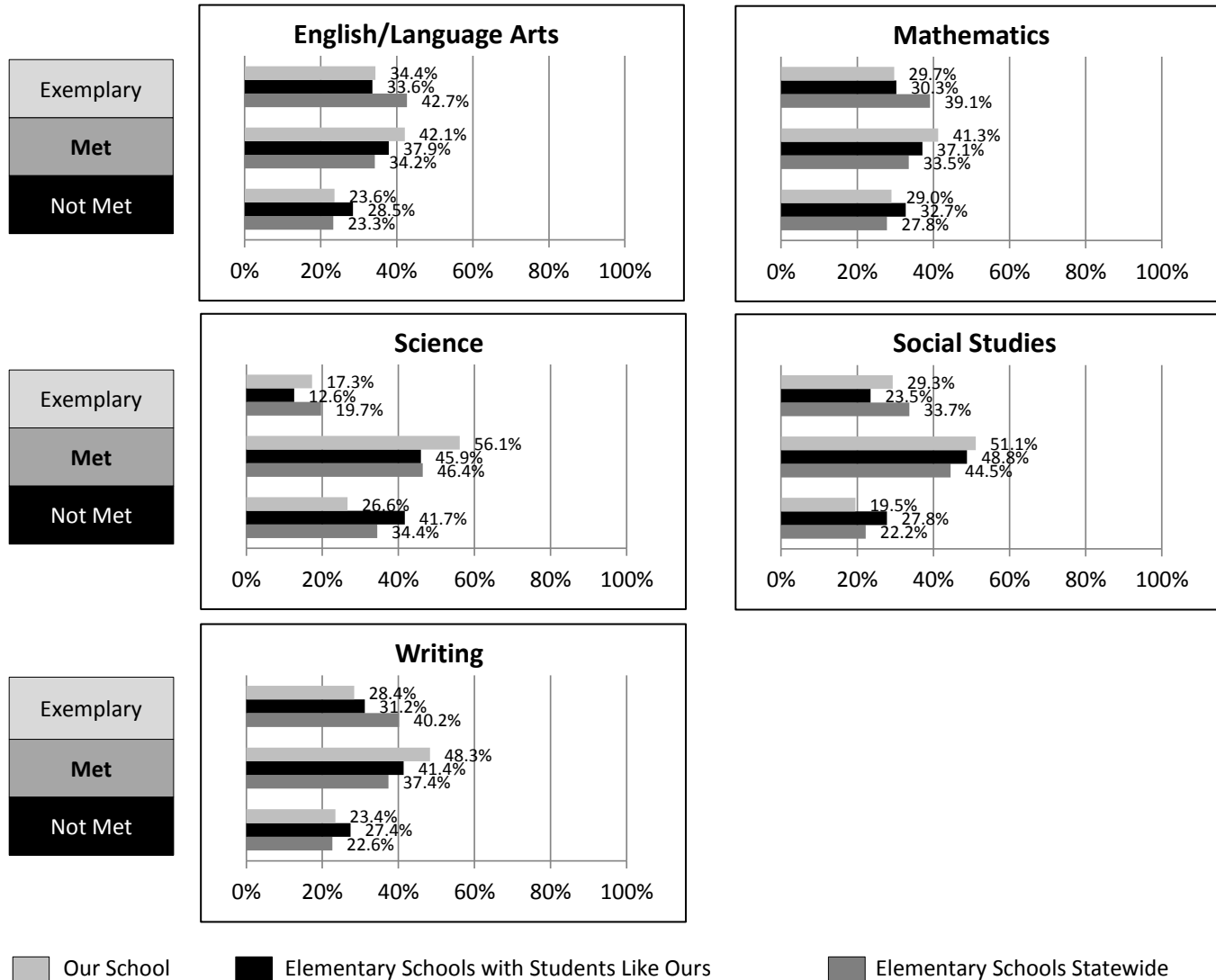
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 11 | 15 | 116 | 9 | 1 |

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC PASS)



* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n = 609) | | | | |
| 1st graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention Rate | 1.4% | Up from 0.9% | 1.4% | 1.0% |
| Attendance Rate | 95.9% | Up from 95.5% | 96.1% | 96.5% |
| Served by gifted and talented program | 3.3% | Down from 4.5% | 4.8% | 7.3% |
| With disabilities | 13.5% | Up from 12.7% | 13.7% | 12.5% |
| Older than usual for grade | 1.9% | Down from 2.6% | 2.4% | 1.8% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.5% | 0.0% | 0.0% |
| Teachers (n = 39) | | | | |
| Teachers with advanced degrees | 30.8% | Down from 31.6% | 60.0% | 62.3% |
| Continuing contract teachers | 94.9% | Up from 84.2% | 80.0% | 81.2% |
| Teachers returning from previous year | 91.4% | Down from 92.4% | 87.1% | 88.4% |
| Teacher attendance rate | 96.7% | Up from 94.8% | 95.2% | 95.3% |
| Average teacher salary* | \$43,534 | Down 0.0% | \$47,105 | \$47,902 |
| Professional development days/teacher | 13.4 days | Down from 17.0 days | 11.0 days | 10.9 days |
| School | | | | |
| Principal's years at school | 18.0 | Up from 17.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.5 to 1 | Up from 15.7 to 1 | 19.3 to 1 | 19.9 to 1 |
| Prime instructional time | 92.0% | Up from 89.7% | 90.1% | 90.7% |
| Opportunities in the arts | Good | No change | Good | Good |
| SACS accreditation | Yes | No change | Yes | Yes |
| Parents attending conferences | 98.7% | Up from 98.1% | 100.0% | 100.0% |
| Character development program | Excellent | No change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,631 | Down 1.1% | \$8,000 | \$7,680 |
| Percent of expenditures for instruction** | 65.9% | Up from 57.0% | 65.9% | 66.8% |
| Percent of expenditures for teacher salaries** | 64.7% | Up from 64.0% | 65.0% | 66.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2013-2014 school year has been exciting and successful. The focus continues to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. Under the Baldrige Model, students develop academic and personal goals for each nine weeks using fall assessments. After goals are set, action plans are written under the guidance of an adult mentor: principal, counselor, teacher, or parent. The students track their progress in a data notebook. The initiative for our school was continued implementation of the Response to Intervention Model school- wide. Teachers were trained to implement researched based reading intervention programs, (Soar, Early Success, LLI, Early Reading Intervention) to improve student achievement in reading at all grade levels. Teachers also implemented math intervention using SRA Number Worlds. Students were monitored using 11 and 15 day probes.

Teachers met with the leadership team to discuss student progress and to make decisions regarding next steps for students. Quarterly evaluations were completed by the collaborative teams to assure that all students were being challenged. Students attended the computer lab weekly to participate in a program entitled Compass Learning that addressed their needs from MAP Test results. An additional program used as intervention for some students is Fast ForWord. Other opportunities were provided through Supplemental Educational Services for after school tutorial programs for grades 3-5 through Communities and Schools. For the third summer, SCE will provide rising 5K students a learning experience through First Steps. A reading summer camp will be provided for students reading below grade level and a primary summer school for students in ELA and Math. This April, to showcase student learning students led their student walks through the building. It was a huge success! The major barrier continues to be our transient student population. Our faculty and staff continue to create a positive and stable learning environment. The school's previous awards are the "Red Carpet Award" for a welcoming atmosphere and the "Exemplary Writing Award". The school also won the "Strong Communities and School Award" for continued service learning projects and community programs such as "Building Dreams" and "Chat with a Family Advocate". This year SCE won the Safe Kids Award for providing a safe environment for all students and their parents by providing training in school safety.

This year, SCE received over \$14,000 in grants from Donor's Choose and Public Education Partners for reading. Additional funds provided by Michelin Corp were for 2,000 of professional staff training and for the purchase of the Lego Unit. We continue as a Title One School which provides additional instructional assistance to children in reading and math, reduced class size in grades two, three, and four, and two reading teachers. In order to improve science scores, instruction was provided in the lab setting. We continue to experience a sense of accomplishment because our students make continuous gains each year. This year's absolute score was rated "average". We were awarded an ESEA Grade of B.

Submitted by: Virginia K. Chambers, Principal Jessica Garza, SIC

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 42 | 82 | 59 |
| Percent satisfied with learning environment | 100.0% | 84.1% | 94.9% |
| Percent satisfied with social and physical environment | 100.0% | 82.5% | 90.0% |
| Percent satisfied with school-home relations | 83.3% | 91.4% | 74.2% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-----------|
| Overall Weighted Points Total | 77 |
| Overall Grade Conversion | C |

| Index Score | Grade | Description |
|--------------|-------|--|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the states' expectations. |

Accountability Indicator (Title I Schools)

Sue Cleveland Elementary has been designated as a:

| | |
|---|--|
| | Title I Reward School for Performance - among the highest performing Title I schools in a given year. |
| | Title I Reward School for Progress - one of the schools with substantial progress in school subgroups. |
| | Title I Focus School - one of the schools with the highest average performance gap between subgroups. |
| | Title I Priority School - one of the 5% lowest performing Title I schools. |
| X | Title I School - does not qualify as Reward, Focus or Priority School. |
| | Non-Title I School - therefore the designations above are not applicable. |

Teacher Quality and Student Attendance

| | Our District | State | |
|--|--------------|-----------------|---------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.2 | 3.2% | |
| Classes in high poverty schools not taught by highly qualified teachers | 2.8 | 7.3% | |
| | | | |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.9% | 94.0%* | Yes |
| | | | |
| | | | State |
| Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees) | | | 61.9% |
| Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials | | | 0.0% |

* Or greater than last year

Abbreviations for Missing Data

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I/S-Insufficient Sample

SC PASS Performance By Group - ESEA/Federal Accountability

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean* | ELA % Tested | Math % Tested | Science % Tested |
|-----------------------------------|----------|-----------|--------------|----------------------|--------------|---------------|------------------|
| Grades 3-5 | | | | | | | |
| All Students | 633.9 | 630.5 | 627.8 | 637.6 | 100.0 | 100.0 | 100.0 |
| Male | 632.9 | 632.1 | 633.2 | 641.9 | 100.0 | 100.0 | 100.0 |
| Female | 635.0 | 629.0 | 622.8 | 632.8 | 100.0 | 100.0 | 100.0 |
| White | 638.6 | 638.0 | 638.4 | 643.3 | 100.0 | 100.0 | 100.0 |
| African American | 626.8 | 620.0 | 614.8 | 628.4 | 100.0 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| With Disabilities | 588.6 | 581.1 | N/A | N/A | 100.0 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized Meals | 628.9 | 625.3 | 622.8 | 632.8 | 100.0 | 100.0 | 100.0 |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 640.0 | 640.0 | 640.0 | 640.0 | 95.0 | 95.0 | 95.0 |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

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N/R-Not Reported

I/S-Insufficient Sample

Two Year Elementary and Middle School Grades Trend Data

| | Grade | SCPASS ELA | | | SCPASS Math | | |
|------|-------|----------------|-------|----------|--------------------------------|-------|----------|
| | | N | Mean | % Tested | N | Mean | % Tested |
| 2013 | 3 | 99 | 654.5 | 100.0 | 99 | 632.6 | 100.0 |
| | 4 | 98 | 631.6 | 100.0 | 98 | 637.7 | 100.0 |
| | 5 | 80 | 636.5 | 100.0 | 80 | 633.6 | 100.0 |
| | 6 | N/A | N/A | N/AV | N/A | N/A | N/AV |
| | 7 | N/A | N/A | N/AV | N/A | N/A | N/AV |
| | 8 | N/A | N/A | N/AV | N/A | N/A | N/AV |
| | | SCPASS Science | | | SCPASS Social Studies*/History | | |
| | | N | Mean | % Tested | N | Mean | % Tested |
| | 3 | 50 | 618.0 | 100.0 | 49 | 653.4 | 100.0 |
| | 4 | 98 | 624.6 | 100.0 | 98 | 640.0 | 100.0 |
| | 5 | 40 | 612.1 | 100.0 | 40 | 614.5 | 100.0 |
| | 6 | N/A | N/A | N/AV | N/A | N/A | N/AV |
| | 7 | N/A | N/A | N/AV | N/A | N/A | N/AV |
| | 8 | N/A | N/A | N/AV | N/A | N/A | N/AV |

| | Grade | SCPASS ELA | | | SCPASS Math | | |
|------|-------|----------------|-------|----------|--------------------------------|-------|----------|
| | | N | Mean | % Tested | N | Mean | % Tested |
| 2014 | 3 | 100 | 632.6 | 100.0 | 100 | 620.6 | 100.0 |
| | 4 | 97 | 632.4 | 100.0 | 97 | 633.9 | 100.0 |
| | 5 | 92 | 637.0 | 100.0 | 92 | 637.3 | 100.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| | | SCPASS Science | | | SCPASS Social Studies*/History | | |
| | | N | Mean | % Tested | N | Mean | % Tested |
| | 3 | 51 | 621.8 | 100.0 | 49 | 621.7 | 100.0 |
| | 4 | 97 | 632.4 | 100.0 | 97 | 649.5 | 100.0 |
| | 5 | 47 | 624.5 | 100.0 | 45 | 629.4 | 100.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

| | | | | | | | | |
|---|--|--|--|--|--|--|-----------|---------|
| Performance by Group - ESEA/Federal Accountability (District) | | | | | | | 4/27/2015 | 2301043 |
|---|--|--|--|--|--|--|-----------|---------|

| Subgroups | ELA Mean | Math Mean | Science Mean | Soc Studies*/ History Mean | ELA % Tested | Math % Tested | Science % Tested | Graduation Rate |
|-----------------------------------|----------|-----------|--------------|----------------------------|--------------|---------------|------------------|-----------------|
| Grades 3 - 5 | | | | | | | | |
| All Students | 653.2 | 656.8 | 635.5 | 654.3 | 100.0 | 100.0 | 99.9 | N/A |
| Male | 648.2 | 656.6 | 636.6 | 655.4 | 100.0 | 100.0 | 99.9 | N/A |
| Female | 658.6 | 657.0 | 634.3 | 653.2 | 100.0 | 100.0 | 99.9 | N/A |
| White | 667.1 | 672.0 | 650.8 | 665.7 | 100.0 | 100.0 | 99.9 | N/A |
| African American | 627.0 | 624.4 | 607.2 | 631.6 | 100.0 | 100.0 | 99.9 | N/A |
| Asian/Pacific Islander | 682.1 | 699.7 | 661.2 | 682.9 | 100.0 | 100.0 | 100.0 | N/A |
| Hispanic | 635.0 | 640.4 | 616.0 | 640.4 | 100.0 | 100.0 | 100.0 | N/A |
| American Indian/Alaskan | 658.7 | 663.3 | 638.6 | 662.8 | 100.0 | 100.0 | 100.0 | N/A |
| With Disabilities | 605.9 | 602.3 | 592.0 | 615.3 | 99.9 | 99.9 | 99.8 | N/A |
| Limited English Proficient | 638.0 | 648.1 | 620.5 | 642.9 | 100.0 | 100.0 | 100.0 | N/A |
| Subsidized Meals | 632.4 | 632.1 | 614.4 | 634.8 | 100.0 | 100.0 | 99.9 | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 640.0 | 640.0 | 640.0 | 640.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 6 - 8 | | | | | | | | |
| All Students | 634.8 | 639.1 | 642.2 | 645.5 | 99.9 | 100.0 | 99.9 | N/A |
| Male | 627.4 | 637.8 | 642.8 | 648.2 | 99.9 | 100.0 | 99.8 | N/A |
| Female | 642.5 | 640.6 | 641.5 | 642.7 | 100.0 | 100.0 | 99.9 | N/A |
| White | 649.3 | 653.0 | 658.7 | 658.8 | 100.0 | 100.0 | 99.9 | N/A |
| African American | 607.1 | 609.2 | 609.1 | 618.1 | 99.9 | 99.9 | 99.8 | N/A |
| Asian/Pacific Islander | 664.5 | 687.8 | 680.0 | 682.8 | 100.0 | 100.0 | 100.0 | N/A |
| Hispanic | 615.9 | 623.3 | 623.3 | 629.6 | 100.0 | 100.0 | 99.9 | N/A |
| American Indian/Alaskan | 641.9 | 643.7 | 645.0 | 657.3 | 100.0 | 100.0 | 100.0 | N/A |
| With Disabilities | 576.3 | 584.3 | 585.8 | 593.5 | 99.8 | 99.8 | 99.7 | N/A |
| Limited English Proficient | 615.6 | 626.9 | 624.2 | 632.1 | 99.9 | 100.0 | 99.9 | N/A |
| Subsidized Meals | 612.4 | 616.2 | 617.8 | 622.9 | 99.9 | 99.9 | 99.8 | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 632.0 | 632.0 | 632.0 | 632.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 9 - 12 | | | | | | | | |
| All Students | 233.8 | 226.3 | 84.8 | 78.0 | 99.7 | 99.6 | 100.0 | 82.5 |
| Male | 229.9 | 226.4 | 85.0 | 78.9 | 99.6 | 99.4 | 100.0 | 78.6 |
| Female | 237.8 | 226.2 | 84.5 | 77.1 | 99.7 | 99.8 | 100.0 | 86.7 |
| White | 239.4 | 233.0 | 88.2 | 80.6 | 99.7 | 99.7 | 100.0 | 86.5 |
| African American | 221.9 | 210.7 | 77.4 | 72.3 | 99.6 | 99.4 | 100.0 | 74.1 |
| Asian/Pacific Islander | 245.0 | 249.9 | 91.3 | 83.5 | 100.0 | 100.0 | 100.0 | 93.2 |
| Hispanic | 226.4 | 218.8 | 79.5 | 73.7 | 99.7 | 99.8 | 100.0 | 77.3 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 84.6 |
| With Disabilities | 205.9 | 197.1 | 71.8 | 69.4 | 99.1 | 98.5 | 100.0 | 43.1 |
| Limited English Proficient | 219.9 | 213.5 | 77.0 | 71.4 | 99.8 | 100.0 | 100.0 | 70.5 |
| Subsidized Meals | 222.8 | 213.5 | 78.6 | 72.9 | 99.4 | 99.4 | 100.0 | 70.8 |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 229.0 | 226.0 | 78.0 | 75.0 | 95.0 | 95.0 | 95.0 | 75.1 |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

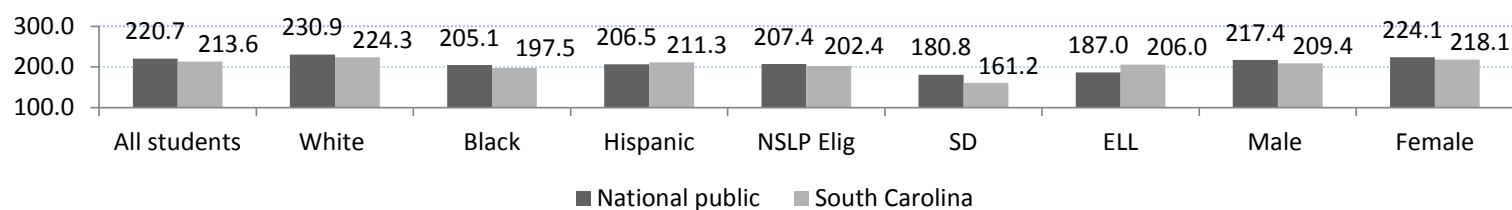
| | | | | | | | | |
|--|--|--|--|--|--|--|-----------|---------|
| Performance by Group - ESEA/Federal Accountability (State) | | | | | | | 4/27/2015 | 2301043 |
|--|--|--|--|--|--|--|-----------|---------|

| Subgroups | ELA Mean | Math Mean | Science Mean | Soc Studies*/ History Mean | ELA % Tested | Math % Tested | Science % Tested | Graduation Rate |
|-----------------------------------|----------|-----------|--------------|----------------------------|--------------|---------------|------------------|-----------------|
| Grades 3 - 5 | | | | | | | | |
| All Students | 643.8 | 644.3 | 626.4 | 645.0 | 99.7 | 99.8 | 99.8 | N/A |
| Male | 638.9 | 643.9 | 627.0 | 646.5 | 99.7 | 99.8 | 99.8 | N/A |
| Female | 649.0 | 644.6 | 625.8 | 643.4 | 99.8 | 99.9 | 99.8 | N/A |
| White | 659.5 | 662.7 | 644.4 | 659.5 | 99.8 | 99.9 | 99.8 | N/A |
| African American | 622.3 | 617.3 | 601.2 | 624.1 | 99.7 | 99.8 | 99.7 | N/A |
| Asian/Pacific Islander | 669.9 | 686.6 | 655.9 | 673.4 | 99.9 | 100.0 | 99.8 | N/A |
| Hispanic | 631.7 | 634.6 | 614.5 | 636.5 | 99.7 | 99.9 | 99.9 | N/A |
| American Indian/Alaskan | 642.1 | 640.4 | 627.1 | 641.8 | 99.7 | 99.9 | 99.5 | N/A |
| With Disabilities | 599.3 | 596.5 | 587.6 | 609.2 | 98.9 | 99.5 | 99.5 | N/A |
| Limited English Proficient | 631.2 | 638.6 | 615.0 | 638.1 | 99.7 | 99.9 | 99.9 | N/A |
| Subsidized Meals | 627.7 | 625.2 | 609.4 | 628.7 | 99.7 | 99.8 | 99.7 | N/A |
| Migrant | 608.2 | 615.1 | 590.4 | 623.4 | 100.0 | 100.0 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 640.0 | 640.0 | 640.0 | 640.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 6 - 8 | | | | | | | | |
| All Students | 627.8 | 632.2 | 634.7 | 637.4 | 99.7 | 99.7 | 99.7 | N/A |
| Male | 620.6 | 630.1 | 634.4 | 639.8 | 99.7 | 99.7 | 99.6 | N/A |
| Female | 635.4 | 634.3 | 635.0 | 634.9 | 99.8 | 99.8 | 99.7 | N/A |
| White | 644.3 | 647.7 | 652.3 | 652.3 | 99.8 | 99.8 | 99.7 | N/A |
| African American | 604.3 | 608.5 | 608.9 | 615.2 | 99.7 | 99.7 | 99.6 | N/A |
| Asian/Pacific Islander | 658.5 | 680.2 | 673.0 | 677.3 | 99.9 | 99.9 | 99.9 | N/A |
| Hispanic | 617.3 | 625.4 | 625.0 | 630.5 | 99.7 | 99.7 | 99.7 | N/A |
| American Indian/Alaskan | 629.4 | 631.2 | 637.2 | 638.3 | 99.9 | 99.8 | 99.7 | N/A |
| With Disabilities | 574.5 | 584.3 | 584.9 | 592.8 | 99.4 | 99.4 | 99.2 | N/A |
| Limited English Proficient | 612.5 | 625.8 | 622.5 | 629.8 | 99.6 | 99.7 | 99.8 | N/A |
| Subsidized Meals | 610.0 | 614.6 | 616.3 | 619.9 | 99.7 | 99.7 | 99.6 | N/A |
| Migrant | 586.4 | 606.8 | 600.8 | 607.7 | 98.2 | 98.2 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 632.0 | 632.0 | 632.0 | 632.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 9 - 12 | | | | | | | | |
| All Students | 229.3 | 222.6 | 81.8 | 74.9 | 98.7 | 98.7 | 100.0 | 80.0 |
| Male | 225.6 | 222.4 | 81.8 | 75.9 | 98.3 | 98.3 | 100.0 | 75.7 |
| Female | 233.2 | 222.9 | 81.9 | 74.0 | 99.2 | 99.1 | 100.0 | 84.5 |
| White | 235.9 | 230.8 | 86.1 | 78.1 | 99.0 | 98.9 | 100.0 | 82.8 |
| African American | 219.6 | 209.6 | 75.2 | 69.9 | 98.3 | 98.3 | 100.0 | 76.0 |
| Asian/Pacific Islander | 240.2 | 245.8 | 89.4 | 80.3 | 99.3 | 99.3 | 100.0 | 88.0 |
| Hispanic | 225.1 | 219.4 | 79.5 | 73.5 | 98.9 | 99.0 | 100.0 | 76.9 |
| American Indian/Alaskan | 228.8 | 220.3 | 81.9 | 77.2 | 98.9 | 99.3 | 100.0 | 74.3 |
| With Disabilities | 204.3 | 196.5 | 68.4 | 66.2 | 96.6 | 96.5 | 100.0 | 43.2 |
| Limited English Proficient | 218.0 | 214.7 | 76.6 | 71.3 | 99.3 | 99.3 | 100.0 | 73.4 |
| Subsidized Meals | 221.1 | 212.6 | 76.8 | 70.8 | 98.3 | 98.2 | 100.0 | 72.5 |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 61.5 |
| Annual Measurable Objective (AMO) | 229.0 | 226.0 | 78.0 | 75.0 | 95.0 | 95.0 | 95.0 | 75.1 |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

*Performance reported for SC and nation, data not available at school level.

Reading - Grade 4 (2013)



Mathematics - Grade 4 (2013)



Reading - Grade 8 (2013)



Mathematics - Grade 8 (2013)



Key

NSLP National school lunch program

SD Student with disabilities

ELL English language learner

NAEP National Association of Education Progress

| | SD Participation Rate | ELL Participation Rate |
|----------------------|-----------------------|------------------------|
| Reading, Grade 4 | 89.0% | 96.0% |
| Reading, Grade 8 | 85.0% | 96.0% |
| Mathematics, Grade 4 | 93.0% | 99.0% |
| Mathematics, Grade 8 | 90.0% | 95.0% |

Our School

Number of recently arrived ELL students exempted from ELA in state assessments

0

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample